Tennessee Comprehensive Alternate Assessment

Content Standards
and
Alternate Performance Indicators

Content Standards
and
Alternate Performance Indicators

READING/LANGUAGE ARTS

Content Standard: READING

Standard: *The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation.*

Oral Language / Decoding

K-2	3-5	6-8	9-12
R.1. *Develop oral language and listening skills* 1. Communicate wants and needs 2. Identify/label people, symbols, and objects 3. Understand an increasingly complex and varied vocabulary for objects, attributes, actions, and events 4. Identify functions of objects 5. Attend to speaker 6. Demonstrate awareness and interest in familiar pictures 7. Interact with parts of story through familiar hand motions and expression of emotions 8. Respond to speaker (e.g., yes-no questions and choice decisions) 9. Engage in dialogue (e.g., conversation/communication with others) 10. Respond to the speaker by following one-step directions 11. Engage verbally with stories in books, television, and movies 12. Recite from memory parts of familiar books	***R.1.*** *Develop oral language and listening skills* 1. Communicate wants and needs 2. Identify/label people, symbols, and objects 3. Understand an increasingly complex and varied vocabulary for objects, attributes, actions, and events 4. Identify functions of objects 5. Attend to speaker 6. Demonstrate awareness and interest in familiar pictures 7. Interact with parts of story through familiar hand motions and expression of emotions 8. Respond to speaker (e.g., yes-no questions and choice decisions) 9. Engage in dialogue (e.g., conversation/communication with others) 10. Respond to the speaker by following up to two-step directions 11. Engage verbally with stories in books, television, and movies 12. Recite from memory parts of familiar books 13. Identify opposites 14. Ask and respond correctly to many types of questions (e.g., who, what, where, when, and why)	***R.1.*** *Develop oral language and listening skills* 1. Communicate wants and needs 2. Identify/label people, symbols, and objects 3. Understand an increasingly complex and varied vocabulary for objects, attributes, actions, and events 4. Identify functions of objects 5. Attend to speaker 6. Demonstrate awareness and interest in familiar pictures 7. Interact with parts of story through expression of emotions 8. Respond to speaker (e.g., yes-no questions and choice decisions) 9. Engage in dialogue (e.g., conversation/communication with others) 10. Respond to the speaker by following up to three-step directions 11. Engage verbally with stories in books, television, and movies 12. Recite from memory parts of familiar books 13. Identify opposites 14. Ask and respond correctly to many types of questions (e.g., who, what, where, when, and why	***R.1.*** *Develop oral language and listening skills* 1. Communicate wants and needs 2. Identify/label people, symbols, and objects 3. Understand an increasingly complex and varied vocabulary for objects, attributes, actions, and events 4. Identify functions of objects 5. Attend to speaker 6. Demonstrate awareness and interest in familiar pictures 7. Interact with parts of story through expression of emotions 8. Respond to speaker (e.g., yes-no questions and choice decisions) 9. Engage in dialogue (e.g., conversation/communication with others) 10. Respond to the speaker by following up to three-step directions 11. Engage verbally with stories in books, television, and movies 12. Recite from memory parts of familiar books 13. Identify opposites 14. Ask and respond correctly to many types of questions (e.g., who, what, where, when, and why)

R.2. *Demonstrate knowledge of concepts of print* 1. Recognize print and its purpose 2. Identify "favorite books" and make request to read them repeatedly 3. Pretend read, hold book upright, and turn pages 4. Discriminate likenesses and differences in simple objects and pictured objects (e.g., visual pattern discrimination and auditory pattern discrimination) 5. Read uppercase alphabet letters (e.g., match, identify, name) 6. Read lowercase alphabet letters (e.g., match, identify, name) 7. Match upper to lower case alphabet letters (e.g., match, identify, name) 8. Develop awareness of parts and wholes and how the parts relate to the whole	***R.2.*** *Demonstrate knowledge of concepts of print* 1. Recognize print and its purpose 2. Identify "favorite books" and make request to read them repeatedly 3. Pretend read, hold book upright, and turn pages 4. Discriminate likenesses and differences in simple objects and pictured objects (e.g., visual pattern discrimination and auditory pattern discrimination) 5. Read uppercase alphabet letters (e.g., match, identify, name) 6. Read lowercase alphabet letters (e.g., match, identify, name) 7. Match upper to lower case alphabet letters (e.g., match, identify, name) 8. Develop awareness of parts and wholes and how the parts relate to the whole 9. Alphabetize words to the first letter 10. Read high frequency sight words 11. Identify the first and last parts of a word (e.g., point to the beginning of the word; point to the end of the word) 12. Demonstrate a one-to-one matching of spoken words to words or word representations in print 13. Demonstrate understanding that print materials are read top to bottom, left to right, and front to back (e.g., following charts or simple books with finger pointing) 14. Identify key parts of a book (e.g., title, author, illustrator, chapters)	***R.2.*** *Demonstrate knowledge of concepts of print* 1. Recognize print and its purpose 2. Identify "favorite books" and make request to read them repeatedly 3. Pretend read, hold book upright, and turn pages 4. Discriminate likenesses and differences in simple objects and pictured objects (e.g., visual pattern discrimination and auditory pattern discrimination) 5. Read uppercase alphabet letters (e.g., match, identify, name) 6. Read lowercase alphabet letters (e.g., match, identify, name) 7. Match upper to lower case alphabet letters (e.g., match, identify, name) 8. Develop awareness of parts and wholes and how the parts relate to the whole 9. Alphabetize words to the first letter 10. Read high frequency sight words 11. Identify the first and last parts of a word (e.g., point to the beginning of the word; point to the end of the word) 12. Demonstrate a one-to-one matching of spoken words to words or word representations in print 13. Demonstrate understanding that print materials are read top to bottom, left to right, and front to back (e.g., following charts or simple books with finger pointing) 14. Identify key parts of a book (e.g., title, author, illustrator, chapters) 15. Distinguish between letters and words/ pictures/ objects.	***R.2.*** *Demonstrate knowledge of concepts of print* 1. Recognize print and its purpose 2. Identify "favorite books" and make request to read them repeatedly 3. Pretend read, hold book upright, and turn pages 4. Discriminate likenesses and differences in simple objects and pictured objects (e.g., visual pattern discrimination and auditory pattern discrimination) 5. Read uppercase alphabet letters (e.g., match, identify, name) 6. Read lowercase alphabet letters (e.g., match, identify, name) 7. Match upper to lower case alphabet letters (e.g., match, identify, name) 8. Develop awareness of parts and wholes and how the parts relate to the whole 9. Alphabetize words to the first letter 10. Read high frequency sight words 11. Identify the first and last parts of a word (e.g., point to the beginning of the word; point to the end of the word) 12. Demonstrate a one-to-one matching of spoken words to words or word representations in print 13. Demonstrate understanding that print materials are read top to bottom, left to right, and front to back (e.g., following charts or simple books with finger pointing) 14. Identify key parts of a book (e.g., title, author, illustrator, chapters) 15. Distinguish between letters and words/ pictures/ objects.

R.3. *Develop and maintain phonemic awareness and decoding strategies* 1. Engage in and enjoy word play with silly sounds and real and nonsense words 2. Recognize and produce rhyming words 3. Understand that a phoneme is one distinct sound 4. Use sound stretching of one syllable words to identify each phoneme *(cat, /c/, /a/, /t/)* 5. Demonstrate understanding of letter-sound matches 6. Make letter/sound associations 7. Use letter-sound matches to decode simple words 8. Identify consonant sounds in isolation 9. Identify vowel sounds in isolation 10. Recognize words with same beginning and ending sounds 11. Use sound blending of each separately spoken phoneme to make meaningful words *(/m/, /o/, /m/ to mom)* 12. Segment one-syllable words into individual sounds and blend the sounds into whole words	***R.3.*** *Develop and maintain phonemic awareness and decoding strategies* 1. Engage in and enjoy word play with silly sounds and real and nonsense words 2. Recognize and produce rhyming words 3. Understand that a phoneme is one distinct sound 4. Use sound stretching of one syllable words to identify each phoneme *(cat, /c/, /a/, /t/)* 5. Demonstrate understanding of letter-sound matches 6. Make letter/sound associations 7. Use letter-sound matches to decode simple words 8. Identify consonant sounds in isolation 9. Identify vowel sounds in isolation 10. Recognize words with same beginning and ending sounds 11. Use sound blending of each separately spoken phoneme to make meaningful words *(/m/, /o/, /m/ to mom)* 12. Segment one-syllable words into individual sounds and blend the sounds into whole words 13. Understand words are made up of one or more syllables (e.g., students clap syllables in words) 14. Distinguish individual sounds, including blends and diagraphs, within words	***R.3.*** *Develop and maintain phonemic awareness and decoding strategies* 1. Engage in and enjoy word play with silly sounds and real and nonsense words 2. Recognize and produce rhyming words 3. Understand that a phoneme is one distinct sound 4. Use sound stretching of one syllable words to identify each phoneme *(cat, /c/, /a/, /t/)* 5. Demonstrate understanding of letter-sound matches 6. Make letter/sound associations 7. Use letter-sound matches to decode simple words 8. Identify consonant sounds in isolation 9. Identify vowel sounds in isolation 10. Recognize words with same beginning and ending sounds 11. Use sound blending of each separately spoken phoneme to make meaningful words *(/m/, /o/, /m/ to mom)* 12. Segment one-syllable words into individual sounds and blend the sounds into whole words 13. Understand words are made up of one or more syllables (e.g., students clap syllables in words) 14. Distinguish individual sounds, including blends and diagraphs, within words	***R.3.*** *Develop and maintain phonemic awareness and decoding strategies* 1. Engage in and enjoy word play with silly sounds and real and nonsense words 2. Recognize and produce rhyming words 3. Understand that a phoneme is one distinct sound 4. Use sound stretching of one syllable words to identify each phoneme *(cat, /c/, /a/, /t/)* 5. Demonstrate understanding of letter-sound matches 6. Make letter/sound associations 7. Use letter-sound matches to decode simple words 8. Identify consonant sounds in isolation 9. Identify vowel sounds in isolation 10. Recognize words with same beginning and ending sounds 11. Use sound blending of each separately spoken phoneme to make meaningful words *(/m/, /o/, /m/ to mom)* 12. Segment one-syllable words into individual sounds and blend the sounds into whole words 13. Understand words are made up of one or more syllables (e.g., students clap syllables in words) 14. Distinguish individual sounds, including blends and diagraphs, within words

	R.4. *Develop and extend reading vocabulary* 1. Use vocabulary (e.g., pictures, symbols, objects or words) to demonstrate knowledge of basic and expanded pragmatic functions (e.g., commenting and social words) 2. Demonstrate and respond with understanding upon listening attentively to stories, conversations, and explanations 3. Use vocabulary to identify and describe objects and events 4. Demonstrate ability to retell familiar stories (e.g., recall two- to three-step sequence of events, retell story in own words, draw conclusions based on evidence in story, use pictures or representations to discuss main idea) 5. Identify or use synonyms and antonyms 6. Read words (e.g., match oral words to written words, decode words, recognize basic sight words such as Dolch and environmental/survival words) 7. Determine the meaning of unfamiliar words through visual, tactile and/or print context clues 8. Read text containing familiar letter-sound correspondence and high frequency words (e.g., environmental print, passages, books, stories)	***R.4.*** *Develop and extend reading vocabulary* 1. Use vocabulary (e.g., pictures, symbols, objects or words) to demonstrate knowledge of basic and expanded pragmatic functions (e.g., commenting and social words) 2. Demonstrate and respond with understanding upon listening attentively to stories, conversations, and explanations 3. Use vocabulary to identify and describe objects and events 4. Demonstrate ability to retell familiar stories (e.g., recall two- to three-step sequence of events, retell story in own words, draw conclusions based on evidence in story, use pictures or representations to discuss main idea) 5. Identify or use synonyms and antonyms 6. Read words (e.g., match oral words to written words, decode words, recognize basic sight words such as Dolch and environmental/survival words) 7. Determine the meaning of unfamiliar words through visual, tactile and/or print context clues 8. Read text containing familiar letter-sound correspondence and high frequency words (e.g., environmental print, passages, books, stories) 9. Identify, read, or use compound words 10. Organize or sort words by category, function, or feature (including describing words by category)	***R.4.*** *Develop and extend reading vocabulary* 1. Use vocabulary (e.g., pictures, symbols, objects or words) to demonstrate knowledge of basic and expanded pragmatic functions (e.g., commenting and social words) 2. Demonstrate and respond with understanding upon listening attentively to stories, conversations, and explanations 3. Use vocabulary to identify and describe objects and events 4. Demonstrate ability to retell familiar stories (e.g., recall two- to three-step sequence of events, retell story in own words, draw conclusions based on evidence in story, use pictures or representations to discuss main idea) 5. Identify or use synonyms and antonyms 6. Read words (e.g., match oral words to written words, decode words, recognize basic sight words such as Dolch and environmental/survival words) 7. Determine the meaning of unfamiliar words through visual, tactile and/or print context clues 8. Read text containing familiar letter-sound correspondence and high frequency words (e.g., environmental print, passages, books, stories) 9. Identify, read, or use compound words 10. Organize or sort words by category, function, or feature (including describing words by category)

	R.5. *Use active comprehension strategies to derive meaning while reading and check for understanding after reading* 1. Demonstrate comprehension of reading text by responding verbally and/or motorically to content 2. Recognize the main idea in picture books, text, and other print media 3. Demonstrate literal comprehension of major story elements in print and non-print text, including characters, setting, and plot 4. Make predictions from text of events that might occur next	***R.5.*** *Use active comprehension strategies to derive meaning while reading and check for understanding after reading* 1. Demonstrate comprehension of reading text by responding verbally and/or motorically to content 2. Recognize the main idea in picture books, text, and other print media 3. Demonstrate literal comprehension of major story elements in print and non-print text, including characters, setting, and plot 4. Make predictions from text of events that might occur next	***R.5.*** *Use active comprehension strategies to derive meaning while reading and check for understanding after reading* 1. Demonstrate comprehension of reading text by responding verbally and/or motorically to content 2. Recognize the main idea in picture books, text, and other print media 3. Demonstrate literal comprehension of major story elements in print and non-print text, including characters, setting, and plot 4. Make predictions from text of events that might occur next
R.6. *Experience various literary and media genres* 1. Demonstrate ability to understand purpose of charts, graphs, pictures, cartoons, newspaper, magazines, or computer generated materials 2. Demonstrate ability to use charts, graphs, pictures, cartoons, newspaper, magazines, or computer generated materials	***R.6.*** *Experience various literary and media genres* 1. Demonstrate ability to understand purpose of charts, graphs, pictures, cartoons, newspaper, magazines, or computer generated materials 2. Demonstrate ability to use charts, graphs, pictures, cartoons, newspaper, magazines, or computer generated materials	***R.6.*** *Experience various literary and media genres* 1. Demonstrate ability to understand purpose of charts, graphs, pictures, cartoons, newspaper, magazines, or computer generated materials 2. Demonstrate ability to use charts, graphs, pictures, cartoons, newspaper, magazines, or computer generated materials	***R.6.*** *Experience various literary and media genres* 1. Demonstrate ability to understand purpose of charts, graphs, pictures, cartoons, newspaper, magazines, or computer generated materials 2. Demonstrate ability to use charts, graphs, pictures, cartoons, newspaper, magazines, or computer generated materials

Content Standard: WRITING

Standard: *The Student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

K-2	3-5	6-8	9-12
W.1. *Write for a variety of purposes* 1. Use writing tools to make marks on paper 2. Correctly manipulate a variety of media tools to make marks 3. Copy from image 4. Create picture/ symbol/ object to communicate meaning 5. Write some letters specifically form legible uppercase and lowercase letters by copying a visual representation 6. Demonstrate journaling through use of pictures and symbols 7. Trace or reproduce letters correctly 8. Write left to right, top to bottom 9. Write words, leaving space between letters and words 10. Express an idea with pictures/ symbols/ objects/ and/or words 11. Write a short sentence, leaving space between words 12. Arrange events in logical and sequential order using time order words 13. Describe a familiar object (e.g., use accurate names, listing details) 14. Name or label objects or places 15. Use pictures/ symbols/ objects/ words to create meaning	***W.1.*** *Write for a variety of purposes* 1. Use writing tools to make marks on paper 2. Correctly manipulate a variety of media tools to make marks 3. Copy from image 4. Create picture/ symbol/ object to communicate meaning 5. Write some letters specifically form legible uppercase and lowercase letters by copying a visual representation 6. Demonstrate journaling through use of pictures and symbols 7. Trace or reproduce letters correctly 8. Write left to right, top to bottom 9. Write words, leaving space between letters and words 10. Express an idea with pictures/ symbols/ objects/ and/or words 11. Write a short sentence, leaving space between words 12. Arrange events in logical and sequential order using time order words 13. Describe a familiar object (e.g., use accurate names, listing details) 14. Name or label objects or places 15. Use pictures/ symbols/ objects/ words to create meaning	***W.1.*** *Write for a variety of purposes* 1. Use writing tools to make marks on paper 2. Correctly manipulate a variety of media tools to make marks 3. Copy from image 4. Create picture/ symbol/ object to communicate meaning 5. Write some letters specifically form legible uppercase and lowercase letters by copying a visual representation 6. Demonstrate journaling through use of pictures and symbols 7. Trace or reproduce letters correctly 8. Write left to right, top to bottom 9. Write words, leaving space between letters and words 10. Express an idea with pictures/ symbols/ objects/ and/or words 11. Write a sentence, leaving space between words 12. Arrange events in logical and sequential order using time order words 13. Describe a familiar object (e.g., use accurate names, listing details) 14. Name or label objects or places 15. Use pictures/ symbols/ objects/ words to create meaning	***W.1.*** *Write for a variety of purposes* 1. Use writing tools to make marks on paper 2. Correctly manipulate a variety of media tools to make marks 3. Copy from image 4. Create picture/ symbol/ object to communicate meaning 5. Write some letters specifically form legible uppercase and lowercase letters by copying a visual representation 6. Demonstrate journaling through use of pictures and symbol 7. Trace or reproduce letters correctly 8. Write left to right, top to bottom 9. Write words, leaving space between letters and words 10. Express an idea with pictures/ symbols/ objects/ and/or words 11. Write a sentence, leaving space between words 12. Arrange events in logical and sequential order using time order words 13. Describe a familiar object (e.g., use accurate names, listing details) 14. Name or label objects or places 15. Use pictures/ symbols/ objects/ words to create meaning

16. Write to entertain and inform (e.g., experience stories, pictures, and shared writing) 17. Participate in shared writing about social studies, science, the arts, and various classroom activities	16. Write to entertain and inform (e.g., experience stories, pictures, and shared writing) 17. Participate in shared writing about social studies, science, the arts, and various classroom activities Write across content areas	16. Write to entertain and inform (e.g., experience stories, pictures, and shared writing) 17. Participate in shared writing about social studies, science, the arts, and various classroom activities Write across content areas 18. Write an organized, coherent paragraph 19. Write stories, personal accounts from experience, friendly notes, messages, or journals 20. Write stories with a beginning, middle, and end 21. Write in response to literature 22. Use prior knowledge or references to text to respond to a question (evidence may take form of pictures, words, sentences, or some combination) 23. Use technology to publish writing	16. Write to entertain and inform (e.g., experience stories, pictures, and shared writing) 17. Participate in shared writing about social studies, science, the arts, and various classroom activities Write across content areas 18. Write an organized, coherent paragraph 19. Write stories, personal accounts from experience, friendly notes, messages, or journals 20. Write stories with a beginning, middle, and end 21. Write in response to literature 22. Use prior knowledge or references to text to respond to a question (evidence may take form of pictures, words, sentences, or some combination) 23. Use technology to publish writing 24. Complete forms and applications with appropriate information

Content Standard: ELEMENTS OF LANGUAGE

Standard: *The student will use standard English conventions and proper spelling as appropriate to speaking and writing.*

K-2	3-5	6-8	9-12
EL.1. *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure* 1. Use classroom resources to support the writing process (e.g., word walls, picture dictionaries, technology, student-generated word books) 2. Write from left to right and top to bottom 3. Write or verbalize first and last name 4. Write or verbalize correct spelling of name 5. Write 2-3 letter words	***EL.1.*** *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure* 1. Use classroom resources to support the writing process (e.g., word walls, picture dictionaries, technology, student-generated word books) 2. Write from left to right and top to bottom 3. Write or verbalize first and last name 4. Write or verbalize correct spelling of name 5. Write 2-3 letter words 6. Write subject-verb sentence 7. Capitalize first letter of a sentence 8. Use end mark in sentence to indicate completion of thought 9. Spell high frequency words correctly 10. Arrange words in logical order to form sentences 11. Distinguish between complete and incomplete sentences 12. Write sentences using descriptors (e.g., adjectives and adverbs) 13. Use correct capitalization (e.g., first and last names, pronoun “I”, proper nouns) 14. Use correct punctuation at the end of declarative, interrogative, and exclamatory sentences 15. Combine two or more related sentences to create a paragraph	***EL.1.*** *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure* 1. Use classroom resources to support the writing process (e.g., word walls, picture dictionaries, technology, student-generated word books) 2. Write from left to right and top to bottom 3. Write or verbalize first and last name 4. Write or verbalize correct spelling of name 5. Write 2-3 letter words 6. Write subject-verb sentence 7. Capitalize first letter of a sentence 8. Use end mark in sentence to indicate completion of thought 9. Spell high frequency words correctly 10. Arrange words in logical order to form sentences 11. Distinguish between complete and incomplete sentences 12. Write sentences using descriptors (e.g., adjectives and adverbs) 13. Use correct capitalization (e.g., first and last names, pronoun “I”, proper nouns) 14. Use correct punctuation at the end of declarative, interrogative, and exclamatory sentences 15. Combine two or more related sentences to create a paragraph	***EL.1.*** *Demonstrate knowledge of standard English usage, mechanics, spelling, and sentence structure* 1. Use classroom resources to support the writing process (e.g., word walls, picture dictionaries, technology, student-generated word books) 2. Write from left to right and top to bottom 3. Write or verbalize first and last name 4. Write or verbalize correct spelling of name 5. Write 2-3 letter words 6. Write subject-verb sentence 7. Capitalize first letter of a sentence 8. Use end mark in sentence to Indicate completion of thought 9. Spell high frequency words correctly 10. Arrange words in logical order to form sentences 11. Distinguish between complete and incomplete sentences 12. Write sentences using descriptors (e.g., adjectives and adverbs) 13. Use correct capitalization (e.g., first and last names, pronoun “I”, proper nouns) 14. Use correct punctuation at the end of declarative, interrogative, and exclamatory sentences 15. Combine two or more related sentences to create a paragraph

		16. Identify and/or use appropriate verb tense 17. Use basic pronouns correctly	16. Identify and/or use appropriate verb tense 17. Use basic pronouns correctly 18. Use punctuation to clarify meaning (e.g., commas in a series, dates, numbers, addresses)

Content Standards
and
Alternate Performance Indicators

MATHEMATICS

Content Standard: NUMBERS AND OPERATIONS

Standard: *The student will develop number and operation sense needed to represent numbers and number relationships verbally, symbolically and graphically to compute fluently and make reasonable estimates in problem solving.*

K-2	3-5	6-8	9-12
NO.1. *The student will understand numbers, ways of representing numbers, relationships among numbers, and number systems.* 1. Count how many objects are in a set (1-10) 2. Count to 10 by 1's 3. Identify equivalent sets of objects by one-to one correspondence (1-10) 4. Identify numerals 0-10 5. Identify and name coins (e.g., penny, nickel, and dime) 6. Count pennies, nickels, or dimes with values up to 50¢ 7. Order numbers less than 10 8. Use concrete objects to develop strategies for addition of whole numbers to 10	***NO.1.*** *The student will understand numbers, ways of representing numbers, relationships among numbers, and number systems.* 1. Count how many objects are in a set (1-30) 2. Count to 30 by 1's, 5's, and 10's 3. Identify equivalent sets of objects by one-to one correspondence (1-30) 4. Identify numerals 0-30 5. Identify and name coins (e.g., penny, nickel, dime, and quarter) 6. Count pennies, nickels, dimes or quarters with values up to $1.00 7. Order numbers less than 30 8. Use concrete objects to develop strategies for addition of whole numbers to 30 9. Represent whole numbers to 30 with models 10. Read and write numbers to 30 11. Order whole numbers up to 30 indicating more than, less than, or equal to	***NO.1.*** *The student will understand numbers, ways of representing numbers, relationships among numbers, and number systems.* 1. Count how many objects are in a set (1-50) 2. Count to 50 by 1's, 5's, and 10's 3. Identify equivalent sets of objects by one-to one correspondence (1-50) 4. Identify numerals 0-50 5. Identify and name coins (e.g., penny, nickel, dime, and quarter) 6. Count pennies, nickels, dimes or quarters with values up to $5.00 7. Order numbers less than 50 8. Use concrete objects to develop strategies for addition of whole numbers to 50 9. Represent whole numbers to 50 with models 10. Read and write numbers to 50 11. Order whole numbers up to 50 indicating more than, less than, or equal to 12. Identify place value of ones and tens 13. Recognize and engage in use of commutative, associative, and identity properties	***NO.1.*** *The student will understand numbers, ways of representing numbers, relationships among numbers, and number systems.* 1. Count how many objects are in a set (1-100) 2. Count to 100 by 1's, 5's, and 10's 3. Identify equivalent sets of objects by one-to one correspondence (1-100) 4. Identify numerals 0-100 5. Identify and name coins (e.g., penny, nickel, dime, and quarter) 6. Count pennies, nickels, dimes or quarters with values up to $10.00 7. Order numbers less than 100 8. Use concrete objects to develop strategies for addition or subtraction of whole numbers to 100 9. Represent whole numbers to 100 with models 10. Read and write numbers to 100 11. Order whole numbers up to 100 indicating more than, less than, or equal to 12. Identify place value of ones and tens 13. Recognize and engage in use of commutative, associative, and identity properties.

NO.2. *The student will understand meaning of operations and how they relate to one another.* 1. Identify the position of a whole number less than ten on a number line 2. Recognize a whole and its parts 3. Recognize plus sign.	***NO.2****. The student will understand meaning of operations and how they relate to one another*. 1. Identify the position of a whole number less than 30 on a number line 2. Recognize a whole and its parts 3. Recognize plus sign 4. Determine if a figure has been divided into halves 5. Recognize and identify fractions as parts of wholes (e.g. ½, ¼) 6. Using objects or pictures, identify that ½ is greater than ¼ 7. Connect written and pictorial representations of fractions with denominators up to 2 8. Recognize operational signs (e.g., add and subtract).	***NO.2.*** *The student will understand meaning of operations and how they relate to one another.* 1. Identify the position of a whole number less than 50 on a number line 2. Recognize a whole and its parts 3. Recognize plus sign 4. Determine if a figure has been divided into halves 5. Recognize and identify fractions as parts of wholes (e.g., ½, ¼). 6. Using objects or pictures, identify that ½ is greater than ¼ 7. Connect written and pictorial representations of fractions with denominators up to 2 8. Recognize operational signs (e.g., add, subtract, multiply, and divide) 9. Use strategies including rounding to estimate in real world problems 10. Demonstrate awareness that multiplication is repeated addition	***NO.2.*** *The student will understand meaning of operations and how they relate to one another.* 1. Identify the position of a whole number less than 100 on a number line 2. Recognize a whole and its parts 3. Recognize plus sign 4. Determine if a figure has been divided into halves 5. Recognize and identify fractions as parts of wholes (e.g., ½, ¼, ⅓) 6. Using objects or pictures, identify that ½ is greater than 7. Connect written and pictorial representations of fractions with denominators up to 2 8. Recognize operational signs (e.g., add, subtract, multiply, and divide) 9. Use strategies including rounding to estimate in real world problems 10. Demonstrate awareness that multiplication is repeated addition
NO.3. *The student will solve problems, compute fluently and make reasonable Estimates.* 1. Solve simple word problems involving whole numbers 0-10 2. Add whole numbers up to 10 3. Solve real world problems using addition up to 10	***NO.3.*** *The student will solve problems, compute fluently and make reasonable estimates.* 1. Solve simple word problems involving whole numbers 0-30 2. Add whole numbers up to 30 3. Solve real world problems using addition or subtraction of whole numbers up to 30	***NO.3.*** *The student will solve problems, compute fluently and make reasonable estimates*. 1. Solve simple word problems involving whole numbers 0-50 2. Add whole numbers up to 50 3. Solve real world problems using one to two step addition or subtraction of whole numbers up to 50	***NO.3.*** *The student will solve problems, compute fluently and make reasonable estimates.* 1. Solve simple word problems involving whole numbers 0-100 2. Add whole numbers up to 100 3. Solve real world problems using one to two step addition or subtraction of whole numbers up to 100

	4. Add and subtract whole numbers (no more than two-digits) up to 30 5. Use calculator in problem solving situations (add and subtract)	4. Add and subtract whole numbers (no more than two-digits) up to 50 5. Use calculator in problem solving situations (i.e., add – subtract and multiply) 6. Apply order of operations when computing with whole numbers using only addition and subtraction up to 50, with use of a calculator 7. Use estimation to select a reasonable answer to a real world problem involving whole numbers to 50	4. Add and subtract whole numbers (no more than two-digits) up to 100 5. Use calculator in problem solving situations (i.e., add – subtract, multiply – divide) 6. Apply order of operations when computing with whole numbers using addition, subtraction, multiplication, and division up to 100, with use of a calculator 7. Use estimation to select a reasonable answer to a real world problem involving whole numbers to 100

Content Standard: ALGEBRA

Standard: *The student will understand and generalize patterns as they represent and analyze quantitative relationships and change in a variety of contexts and problems using graphs, tables, and equations.*

K-2	3-5	6-8	9-12
A.1. *The student will sort and classify objects by size, number, and other properties.* 1. Indicate awareness of color, size, and shape 2. Sort objects by one attribute (e.g., color, size, or shape)	***A.1.*** *The student will sort and classify objects by size, number, and other properties* 1. Indicate awareness of and react to color, size, and shape 2. Sort objects by two attributes (e.g., color, size, or shape) 3. Identify how objects or numbers have been sorted by two to three attributes	***A.1.*** *The student will sort and classify objects by size, number, and other properties.* 1. Indicate awareness of, react to, and explore color size and shape 2. Sort objects by three attributes (e.g., color, size, or shape) 3. Identify how objects or numbers have been sorted by two to three attributes	***A.1.*** *The student will sort and classify objects by size, number, and other properties.* 1. Indicate awareness of, react to, explore, and associate color size and shape 2. Sort objects by up to four attributes (e.g., color, size, or shape) 3. Identify how objects or numbers have been sorted by two to three attributes
A.2. *The student will represent and analyze patterns and functions.* 1. Indicate awareness of and react to pattern 2. Recognize two part repeating pattern 3. Identify objects as same or different	***A.2.*** *The student will represent and analyze patterns and functions* 1. Indicate awareness of and react to a pattern 2. Recognize two- or three- part repeating pattern 3. Identify objects as same or different 4. Identify a numerical or geometric pattern 5. Solve addition and subtraction problems which involve zero	***A.2.*** *The student will represent and analyze patterns and functions.* 1. Indicate awareness of, react to, and explore patterns 2. Recognize two- or three- part repeating pattern 3. Identify objects as same or different 4. Identify and extend a numerical or geometric pattern 5. Solve addition and subtraction problems which involve zero 6. Identify patterns and data represented in graphs (e.g., bar, line, and pictographs) 7. Demonstrate understanding that an equation is a number sentence stating two quantities are equal (e.g., 2+3= 5 or 2+3=4+1)	***A.2.*** *The student will represent and analyze patterns and functions* 1. Indicate awareness of, react to, explore, and associate patterns 2. Recognize two- or three- part repeating pattern 3. Identify objects as same or different 4. Identify, extend and describe a numerical or geometric pattern 5. Solve addition and subtraction problems which involve zero 6. Identify patterns and data represented in graphs (e.g., bar, line, and pictographs) 7. Demonstrate understanding that an equation is a number sentence stating two quantities are equal (e.g., 2+3=5 or

A.3. *The student will use concrete, pictorial, and verbal representations to develop an understanding of the language and symbols of mathematics.* 1. Use concrete objects or pictures to demonstrate addition number sentences involving numbers 0-10	***A.3.*** *The student will use concrete, pictorial, and verbal representations to develop an understanding of the language and symbols of mathematics.* 1. Use concrete objects or pictures to demonstrate addition number sentences involving numbers 0-30 2. Solve open sentences involving addition up to 30 3. Connect open sentences to real world situations	***A.3.*** *The student will use concrete, pictorial, and verbal representations to develop an understanding of the language and symbols of mathematics.* 1. Use concrete objects or pictures to demonstrate addition and subtraction number sentences involving numbers 0-50 2. Solve open sentences involving addition or subtraction up to 50 3. Connect open sentences to real world situations 4. Represent the idea of a variable as an unknown quantity using a letter or a symbol	2+3=4+1) ***A.3.*** *The student will use concrete, pictorial, and verbal representations to develop an understanding of the language and symbols of mathematics.* 1. Use concrete objects or pictures to demonstrate addition and subtraction number sentences involving numbers 0-100 2. Solve open sentences involving addition or subtraction up to 100 3. Connect open sentences to real world situations 4. Represent the idea of a variable as an unknown quantity using a letter or a symbol 5. Select an equation that represents a given mathematical relationship

Content Standard: GEOMETRY

Standard: *The student will develop an understanding of geometric concepts and relationships as the basis for geometric modeling and reasoning to solve problems involving one, two, and three dimensional figures.*

K-2	3-5	6-8	9-12
G.1. *The student will analyze characteristics and properties of geometric shapes.* 1. Identify a given shapes (i.e., a circle and/or a square) 2. Recognize circles and squares in the environment 3. Reproduce and create circles and squares	***G.1.*** *The student will analyze characteristics and properties of geometric shapes.* 1. Identify and/or name given shapes (i.e., circles, squares, triangles, and rectangles) 2. Recognize and/or name circles, squares, triangles, and rectangles in the environment 3. Reproduce and create circles, squares, triangles, and rectangles 4. Identify two- or three- dimensional shapes given defining attributes (e.g., square, triangle, circle, and rectangle) 5. Recognize geometric figures that are the same size and shape 6. Identify if a geometric figure has been divided into two equal parts	***G.1.*** *The student will analyze characteristics and properties of geometric shapes.* 1. Identify and/or name given shapes (i.e., circles, squares, triangles, and rectangles) 2. Recognize and/or name circles, squares, triangles, and rectangles in the environment 3. Reproduce and create circles, squares, triangles, and rectangles 4. Identify two- or three- dimensional shapes given defining attributes (e.g., square, triangle, circle, and rectangle) 5. Recognize geometric figures that are the same size and shape 6. Identify if a geometric figure has been divided into two equal parts 7. Recognize similar geometric figures (e.g., circle, square, rectangle, triangle)	***G.1.*** *The student will analyze characteristics and properties of geometric shapes.* 1. Identify and/or name given shapes (i.e., circles, squares, triangles, and rectangles) 2. Recognize and/or name circles, squares, triangles, and rectangles in the environment 3. Reproduce and create circles, squares, triangles, and rectangles 4. Identify two- or three- dimensional shapes given defining attributes (e.g., square, triangle, circle, and rectangle) 5. Recognize geometric figures that are the same size and shape 6. Identify if a geometric figure has been divided into two equal parts 7. Recognize similar geometric figures (e.g., circle, square, rectangle, triangle) 8. Identify different types of polygons (e.g., pentagon, hexagon, octagon)

G.2. *The student will specify locations and describe spatial relationships.* 1. Recognize and show terms of relative position and direction in a variety of situations (e.g., over and under)	***G.2.*** *The student will specify locations and describe spatial relationships.* 1. Recognize and show terms of relative position and direction in a variety of situations (e.g., over, under, left, right, above, below, forward, backward, between, before, after) 2. Identify a line.	***G.2.*** *The student will specify locations and describe spatial relationships.* 1. Recognize and show terms of relative position and direction in a variety of situations (e.g., over, under, left, right, above, below, forward, backward, between, before, after) 2. Identify a line 3. Identify parallel and intersecting lines 4. Determine the distance between two points on a number line 5. Identify line segments and angles by similar shape and size 6. Measure the sides of an angle using standard or non-standard unit of measurement	***G.2.*** *The student will specify locations and describe spatial relationships*. 1. Recognize and show terms of relative position and direction in a variety of situations (e.g., over, under, left, right, above, below, forward, backward, between, before, after) 2. Identify a line 3. Identify parallel and intersecting lines 4. Determine the distance between two points on a number line 5. Identify line segments, angles, and polygons by similar shape and size 6. Measure the sides of an angle using standard or non-standard unit of measurement 7. Use a calculator to solve real world problems involving area and perimeter 8. Create a picture from memory made up of geometric shapes

Content Standard: MEASUREMENT

Standard: *The student will become familiar with the units and processes of measurement in order to use a variety of tools, techniques, and formulas to determine and to estimate measurements in mathematical and real-word problems.*

K-2	3-5	6-8	9-12
M.1. *The student will demonstrate understanding of units of measure and measurable attributes of objects.* 1. Identify which is larger/smaller, longer/shorter when given two similar objects 2. Indicate awareness of temperature 3. Recognize clocks and watches as instruments for measuring time	***M.1.*** *The student will demonstrate understanding of units of measure and measurable attributes of objects.* 1. Identify which is larger/smaller, longer/shorter, taller/shorter, heavier/lighter, or which holds more/less when given two similar objects 2. Indicate awareness of and react to temperature 3. Recognize clocks and watches as instruments for measuring time 4. Recognize a thermometer as a device to measure temperature 5. Identify the days of the week on a calendar 6. Demonstrate awareness of measurement using a measuring tool 7. Demonstrate the understanding of time (e.g., use of digital clock, analog clock, etc.)	***M.1.*** *The student will demonstrate understanding of units of measure and measurable attributes of objects.* 1. Identify which is larger/smaller, longer/shorter, taller/shorter, heavier/lighter, or which holds more/less when given two similar objects 2. Indicate awareness of, react to, and explore temperature 3. Recognize clocks and watches as instruments for measuring time 4. Recognize a thermometer as a device to measure temperature 5. Identify the days of the week on a calendar 6. Demonstrate awareness of measurement using a measuring tool 7. Demonstrate the understanding of time (use of digital clock, analog clock, etc.) 8. Identify appropriate tools to measure perimeter, weight, length, and volume (e.g., measuring cup for cooking, yardstick for height, scales for weight) 9. Recognize and follow a simple daily schedule	***M.1.*** *The student will demonstrate understanding of units of measure and measurable attributes of objects.* 1. Identify which is larger/smaller, longer/shorter, taller/shorter, heavier/lighter, or which holds more/less when given two similar objects 2. Indicate awareness of, react to, explore, and associate temperature 3. Recognize clocks and watches as instruments for measuring time 4. Recognize a thermometer as a device to measure temperature 5. Identify the days of the week on a calendar 6. Demonstrate awareness of measurement using a measuring tool 7. Demonstrate the understanding of time (i.e., use of digital clock, analog clock, etc.) 8. Identify appropriate tools to measure perimeter, weight, length, and volume (e.g., measuring cup for cooking, yardstick for height, scales for weight) 9. Recognize and follow a simple daily schedule

M.2. *The student will apply appropriate techniques and tools to determine measurements.* 1. Use words to describe time (e.g., day, night) 2. Use words to describe temperature (e.g., hot, cold) 3. Measure length of an object using a variety of nonstandard units. (e.g., paperclips, pencils, straws)	***M.2.*** *The student will apply appropriate techniques and tools to determine measurements.* 1. Use words to describe time (e.g., day, night, morning, afternoon, yesterday, today, tomorrow) 2. Use words to describe temperature (e.g., hot, cold, cool, warm) 3. Measure length of an object to the nearest foot and/or inch 4. Tell time to the hour and half hour 5. Mark specified days/dates on a calendar 6. Count units to find the perimeter of a square using a grid 7. Use standard units to measure length 8. Solve real world problems involving temperature. (e.g., Fahrenheit) 9. Solve real world problems involving addition and subtraction of measurement using inches 10. Read temperatures on a thermometer to the nearest 10 degrees	***M.2.*** *The student will apply appropriate techniques and tools to determine measurements.* 1. Use words to describe time (e.g., day, night, morning, afternoon, yesterday, today, tomorrow) 2. Use words to describe temperature (e.g., hot, cold, cool, warm) 3. Measure length of an object to the nearest foot and/or inch 4. Tell time to the hour, half hour, and quarter hour 5. Mark specified days/dates on a calendar 6. Count units to find the perimeter of a square using a grid 7. Use standard units to measure length 8. Solve real world problems involving temperature. (e.g., Fahrenheit) 9. Solve real world problems involving addition and subtraction of measurement using inches 10. Read temperatures on a thermometer to the nearest 5 or 10 degrees 11. Use estimation to determine if a length or volume measurement is reasonable 12. Solve real world problems involving time 13. Solve real world problems involving length	***M.2.*** *The student will apply appropriate techniques and tools to determine measurements.* 1. Use words to describe time (e.g., day, night, morning, afternoon, yesterday, today, tomorrow) 2. Use words to describe temperature (e.g., hot, cold, cool, warm) 3. Measure length of an object to the nearest foot and/or inch or half inch 4. Tell time to the hour, half hour, quarter hour, and to the five minute intervals 5. Mark specified days/dates on a calendar 6. Count units to find the perimeter of a square using a grid 7. Use standard units to measure length 8. Solve real world problems involving temperature. (e.g., Fahrenheit) 9. Solve real world problems involving addition and subtraction of measurement using inches 10. Read temperatures on a thermometer to the nearest degree. 11. Use estimation to determine if a length or volume measurement is reasonable 12. Solve real world problems involving time 13. Solve real world problems involving length 14. Convert yards to feet and feet to inches 15. Create and use a daily schedule 16. Identify what can be measured about objects in the environment (e.g., what about a table can be

			measured? Length, width, height) 17. Solve real world problems using yesterday, today, and tomorrow

Content Standard: DATA ANALYSIS AND PROBABILITY

Standard: *The student will understand and apply basic statistical and probability concepts in order to organize and analyze data and to make predictions and conjectures.*

K-2	3-5	6-8	9-12
DAP.1. *The student will develop, select, and use appropriate methods to collect, organize, display, and analyze data.* 1. Recognize representations of data using concrete objects, pictures, and simple graphs (e.g., pictographs) ***DAP.2.*** *The student will apply basic concepts of probability.* 1. Determine whether an event is possible or impossible	***DAP.1.*** *The student will develop, select, and use appropriate methods to collect, organize, display, and analyze data.* 1. Recognize representations of data using concrete objects, pictures, and simple graphs (e.g., pictographs) ***DAP.2.*** *The student will apply basic concepts of probability.* 1. Determine whether an event is possible or impossible 2. Interpret data displayed in simple pictographs 3. Interpret bar graphs with no more than two data items 4. Connect data in tables to pictographs 5. Determine if an event is likely or not likely using simple experiments (e.g., coin toss)	***DAP.1.*** *The student will develop, select, and use appropriate methods to collect, organize, display, and analyze data.* 1. Recognize representations of data using concrete objects, pictures, and simple graphs (e.g., pictographs) ***DAP.2.*** *The student will apply basic concepts of probability.* 1. Determine whether an event is possible or impossible 2. Interpret data displayed in simple pictographs 3. Interpret bar graphs with no more than two data items 4. Connect data in tables to pictographs 5. Determine if an event is likely or not likely using simple experiments (e.g., coin toss) 6. Reproduce and interpret data in simple circle graphs and/or line graphs 7. Interpret data in simple bar and line graphs to answer questions and solve real world problems 8. Read and/or interpret tables using tally marks	***DAP.1.*** *The student will develop, select, and use appropriate methods to collect, organize, display, and analyze data.* 1. Recognize representations of data using concrete objects, pictures, and simple graphs (e.g., pictographs) ***DAP.2.*** *The student will apply basic concepts of probability.* 1. Determine whether an event is possible or impossible 2. Interpret data displayed in simple pictographs 3. Interpret bar graphs with no more than two data items 4. Connect data in tables to pictographs 5. Determine if an event is likely or not likely using simple experiments (e.g., coin toss) 6. Reproduce and interpret data in simple circle graphs and/or line graphs 7. Interpret data in simple bar and line graphs to answer questions and solve real world problems 8. Interpret and/or construct tables using tally marks 9. Write questions and gather data to answer questions (e.g.,

			students' favorite color of apple) 10. Determine all possible outcome of a simple experiment (e.g., number cubes, tossing coins, spinner) 11. Find the average using a calculator

Content Standards
and
Alternate Performance Indicators

SOCIAL STUDIES

Content Standard: CULTURE

Standard: *Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values and traditions. The student will explore these elements of society to develop an appreciation of and respect for the variety of human culture.*

K-2	3-5	6-8
C.1. *Identify differences among people*. 1. Respond to familiar adults 2. Demonstrate awareness of unfamiliar people 3. Show awareness of other children 4. Engage with familiar adults 5. React to unfamiliar adults 6. Interact with other children ***C.2****. Recognize that culture is learned behavior than includes customs, beliefs, rules, life ways, language, food, and clothing* 1. Demonstrate understanding of differences among individuals, culture, and community 2. Demonstrate the understanding of the reason for rules 3. Identify persons in a family and their roles	***C.1.*** *Identify differences among people*. 1. Respond to familiar adults 2. Demonstrate awareness of unfamiliar people 3. Show awareness of other children 4. Engage with familiar adults 5. React to unfamiliar adults 6. Interact with other children ***C.2****. Recognize that culture is learned behavior than includes customs, beliefs, rules, life ways, language, food, and clothing* 1. Demonstrate understanding of differences among individuals, culture, and community 2. Demonstrate the understanding of the reason for rules 3. Identify persons in a family and their roles ***C.3.*** *Recognize people use diverse languages to communicate with one another.* 1. Understand individual differences in languages (i.e., beliefs and customs that may be unique to one's culture) 2. Identify diverse cultural groups within the communities of Tennessee	***C.1.*** *Identify differences among people*. 1. Respond to familiar adults 2. Demonstrate awareness of unfamiliar people 3. Show awareness of other children 4. Engage with familiar adults 5. React to unfamiliar adults 6. Interact with other children ***C.2****. Recognize that culture is learned behavior than includes customs, beliefs, rules, life ways, language, food, and clothing* 1. Demonstrate understanding of differences among individuals, culture, and community 2. Demonstrate the understanding of the reason for rules 3. Identify persons in a family and their roles ***C.3.*** *Recognize people use diverse languages to communicate with one another.* 1. Understand individual differences in languages (i.e., beliefs and customs that may be unique to one's culture) 2. Identify diverse cultural groups within the communities of Tennessee

	C.4. *Recognize communities have customs and cultures that differ.* 1. Retell stories from diversely selected folktales, myths, and legends 2. Recognize that people from diverse culture can live together in the same neighborhood ***C.5.*** *Recognize components of American culture (i.e., holidays, language, clothing, food, art, music, and religion).* 1. Recognize most cultures preserve important personal and public items from the past 2. Identify major national holidays and their purposes 3. Recognize patterns of cultural traits such as language, religion, and family structure	***C.4.*** *Recognize communities have customs and cultures that differ.* 1. Retell stories from diversely selected folktales, myths, and legends 2. Recognize that people from diverse culture can live together in the same neighborhood ***C.5.*** *Recognize components of American culture (i.e., holidays, language, clothing, food, art, music, and religion).* 1. Recognize most cultures preserve important personal and public items from the past 2. Identify major national holidays and their purposes 3. Recognize patterns of cultural traits such as language, religion, and family structure ***C.6.*** *Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in Tennessee.* 1. Recognize people learn customs from their culture 2. Understand that Tennessee's culture has ties to other cultures in the world ***C.7.*** *Define the basic components of culture.* 1. Identify personal attributes, such as physical characteristics, that are common to all people 2. Recognize how individuals learn skills and customs from their culture

		C.8. *Identify how communities reflect the cultural background of their inhabitants.* 1. Understand that some differences among people are a result of their culture 2. Identify similarities and differences in food, clothes, homes, games, and families from different cultures 3. Describe customs of the local community

Content Standard: ECONOMICS

Standard: *Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.*

K-2	3-5	6-8
E.1. *Identify basic human needs.* 1. Demonstrate understanding that people need food, clothing, and shelter 2. Explain how basic human needs of food, clothing, shelter and transportation are met ***E.2.*** *Identify examples of goods and services in the home, school, and community.* 1. Distinguish the difference between goods and services 2. Identify where specific goods or services may be purchased (e.g., prescriptions at pharmacy, food at grocery store) 3. Recognize that goods and services are exchanged world wide	***E.1.*** *Identify basic human needs.* 1. Demonstrate understanding that people need food, clothing, and shelter 2. Explain how basic human needs of food, clothing, shelter and transportation are met ***E.2.*** *Identify examples of goods and services in the home, school, and community.* 1. Distinguish the difference between goods and services 2. Identify where specific goods or services may be purchased (e.g., prescriptions at pharmacy, food at grocery store) 3. Recognize that goods and services are exchanged world wide ***E.3.*** *Explain how work provides income to purchase good and services.* 1. Demonstrate awareness of jobs and what is required to perform them 2. Recognize that all jobs are significant and realize that some jobs are interdependent ***E.4.*** *Know the major products of Tennessee* 1. Identify major product of the State	***E.1.*** *Identify basic human needs.* 1. Demonstrate understanding that people need food, clothing, and shelter 2. Explain how basic human needs of food, clothing, shelter and transportation are met ***E.2.*** *Identify examples of goods and services in the home, school, and community.* 1. Distinguish the difference between goods and services 2. Identify where specific goods or services may be purchased (e.g., prescriptions at pharmacy, food at grocery store) 3. Recognize that goods and services are exchanged world wide ***E.3.*** *Explain how work provides income to purchase good and services.* 1. Demonstrate awareness of jobs and what is required to perform them 2. Recognize that all jobs are significant and realize that some jobs are interdependent ***E.4.*** *Know the major products of Tennessee* 1. Identify major product of the State

	E.5. *Classify needs and wants using pictures of common items (e.g.., food, cleaning products, clothes, candy, and makeup).* 1. Distinguish between needs and wants 2. Explain why people have jobs 3. Recognize the difference between supply and demand 4. Distinguish between producer and consumer (e.g., baker bakes bread and people buy bread)	***E.5.*** *Classify needs and wants using pictures of common items (e.g., food, cleaning products, clothes, candy, and makeup).* 1. Distinguish between needs and wants 2. Explain why people have jobs 3. Recognize the difference between supply and demand 4. Distinguish between producer and consumer (e.g., baker bakes bread and people buy bread) ***E.6.*** *Explain and demonstrate the role of money in daily life.* 1. Demonstrate understanding that money can buy items 2. Demonstrate understanding that some items cost more than others 3. Recognize the concept of buying on credit ***E.7.*** *Recognize America's natural resources (e.g., land, timber, fish, and animal, and produce.* 1. Distinguish the difference between a natural and finished product 2. Identify the ways resources are recycled ***E.8.*** *Interpret simple economic graphs.* 1. Identify a symbol on a graph or chart which represents an idea or amount.

Content Standard*: GEOGRAPHY*

Standard: *Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environmental and society, and the use of geography.*

K-2	3-5	6-8
GG.1. *Describe seasons* 1. Describe how weather impacts daily life 2. Describe different kinds of weather ***GG.2.*** *Understand how to use maps, globes, and other geographic representations, tools and technologies* 1. Understand and recognize familiar localities (school, home, etc) 2. Locate and name familiar places in school and in the neighborhood 3. Describe differences among physical features of locations (e.g., farms, cities, urban, rural) 4. Recognize that maps and globes are representations or models of specific places 5. Use map symbols and legends to identify locations and directions 6. Find a specific location on a school or community map 7. Define and use directions (i.e., N,S, E, W)	***GG.1.*** *Describe seasons* 1. Describe how weather impacts daily life 2. Describe different kinds of weather ***GG.2.*** *Understand how to use maps, globes, and other geographic representations, tools and technologies* 1. Understand and recognize familiar localities (school, home, etc) 2. Locate and name familiar places in school and in the neighborhood 3. Describe differences among physical features of locations (e.g., farms, cities, urban, rural) 4. Recognize that maps and globes are representations or models of specific places 5. Use map symbols and legends to identify locations and directions 6. Find a specific location on a school or community map. 7. Define and use directions (i.e., N,S, E, W) ***GG.3.*** *Identify and use key geographical features on maps, (e.g., mountains, rivers, plains, valleys, and forests).* 1. Locate cities, states, countries, and continents on maps and globes 2. Locate major bodies of water on maps and globes	***GG.1.*** *Describe seasons* 1. Describe how weather impacts daily life 2. Describe different kinds of weather ***GG.2.****Understand how to use maps, globes, and other geographic representations, tools and technologies* 1. Understand and recognize familiar localities (school, home, etc) 2. Locate and name familiar places in school and in the neighborhood 3. Describe differences among physical features of locations (e.g., farms, cities, urban, rural) 4. Recognize that maps and globes are representations or models of specific places 5. Use map symbols and legends to identify locations and directions 6. Find a specific location on a school or community map 7. Define and use directions (i.e., N,S, E, W) ***GG.3.*** *Identify and use key geographical features on maps, (e.g., mountains, rivers, plains, valleys, and forests).* 1. Locate cities, states, countries, and continents on maps and globes 2. Locate major bodies of water on maps and globes

		***GG.4**. Identify and/or locate locations on a map or globe* 1. Identify the equator, prime meridian, north/south poles on a map or globe 2. Identify the United States on a map 3. Identify Tennessee on a map 4. Identify the TN River on a map ***GG.5**. Identify the basic components of a world map* 1. Identify the basic components of a world map (e.g., equator, prime meridian, map key, compass rose, continents, oceans ***GG.6**. Compare information using simple bar graphs* 1. Identify an amount as more or less on a chart or graph.

Content Standard: GOVERNANCE AND CIVICS

Standard: *Governance establishes structures of power and authority in order to provide order and stability. Civil efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation and world.*

K-2	3-5	6-8
GC.1. *Exhibit cooperation.* 1. Work beside other children 2. Work with other children 3. Demonstrate understanding of various ways to resolve conflict (e.g., in the school, home, or courts) ***GC.2.*** *Identify purposes for having rules.* 1. Demonstrate understanding of the reason for rules 2. Design a set of rules or laws for home, classroom, or community 3. Demonstrate understanding of the necessity of establishing and enforcing the rule of law	***GC.1.*** *Exhibit cooperation*. 1. Work beside other children 2. Work with other children 3. Demonstrate understanding of various ways to resolve conflict (e.g., in the school, home, or courts) ***GC.2.*** *Identify purposes for having rules***.** 1. Demonstrate understanding of the reason for rules 2. Design a set of rules or laws for home, classroom, or community 3. Demonstrate understanding of the necessity of establishing and enforcing the rule of law ***GC.3.*** *Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class.* 1. Demonstrate understanding of being a good citizen 2. Demonstrate understanding of individual and group responsibility 3. Categorize responsibilities that citizens have to their community, state, and country 4. Identify examples of rights and responsibilities of citizens	***GC.1.*** *Exhibit cooperation.* 1. Work beside other children 2. Work with other children 3. Demonstrate understanding of various ways to resolve conflict (e.g., in the school, home, or courts) ***GC.2.*** *Identify purposes for having rules.* 1. Demonstrate understanding of the reason for rules 2. Design a set of rules or laws for home, classroom, or community 3. Demonstrate understanding of the necessity of establishing and enforcing the rule of law ***GC.3.*** *Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class.* 1. Demonstrate understanding of being a good citizen 2. Demonstrate understanding of individual and group responsibility 3. Categorize responsibilities that citizens have to their community, state, and country 4. Identify examples of rights and responsibilities of citizens

	GC.4. *Be aware that every community has some form of governance.* 1. Know rules of safety including signs and signals 2. Identify leaders in local, state, and national governments (e.g., mayor, governor, and United States President) 3. Describe important individual rights including freedom of religion, speech, and press ***GC.5.*** *Identify characteristics of good citizenship such as establishing beliefs in justices, truth, equality, and responsibility for the common good.* 1. Understand the meaning of the Pledge of Allegiance 2. Understand that voting is a way of making choices and decisions 3. Explain selected patriotic symbols and landmarks such as the Statue of Liberty, the White House, and political symbols such as the donkey and the elephant 4. Recognize personal, religious, and national celebrations of various American cultures (Independence Day, Columbus Day, Martin Luther King, Jr. Day, Memorial Day, and Thanksgiving)	***GC.4.*** *Be aware that every community has some form of governance.* 1. Know rules of safety including signs and signals 2. Identify leaders in local, state, and national governments (e.g., mayor, governor, and United States President) 3. Describe important individual rights including freedom of religion, speech, and press ***GC.5.*** *Identify characteristics of good citizenship such as establishing beliefs in justices, truth, equality, and responsibility for the common good.* 1. Understand the meaning of the Pledge of Allegiance 2. Understand that voting is a way of making choices and decisions 3. Explain selected patriotic symbols and landmarks such as the Statue of Liberty, the White House, and political symbols such as the donkey and the elephant 4. Recognize personal, religious, and national celebrations of various American cultures (Independence Day, Columbus Day, Martin Luther King, Jr. Day, Memorial Day, and Thanksgiving) ***GC.6.*** *Recognize how groups work cooperatively to accomplish goals and encourage change (e.g., American Revolution and founding of Tennessee).* 1. Demonstrate ability to work cooperatively with another student or group of students 2. Explain selected national and state patriotic symbols such as the United States and Tennessee flag

Content Standard: HISTORY

Standard: *History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analysis, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based*

K-2	3-5	6-8
H.1. *Recognize that change occurs over time.* 1. Recognize change in the environment (e.g., toys added or taken away; room rearranged) 2. Use a schedule to record previous and future events 3. Read and construct simple timelines 4. Recognize routines and categorize time intervals 5. Distinguish between the past, present, and future 6. Demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago 7. Identify examples of change and recognize examples of cause and effect relationships 8. Analyze the causes and effects of changes in a place over time 9. Identify reasons why people choose to settle in different places (e.g., occupations, family, climate, and natural resources) 10. Identify major technological advances (e.g., farming tools, wheel, computer technology, and printing press) 11. Compare and contrast different stories or accounts about past events, people, places, or situations; identify how they contribute to our understanding of the past 12. Identify major Tennessee political leaders (e.g., Andrew Jackson, Sam Houston, James K. Polk, Sequoia, and Davy Crockett)	***H.1.*** *Recognize that change occurs over time.* 1. Recognize change in the environment (e.g., toys added or taken away; room rearranged) 2. Use a schedule to record previous and future events 3. Read and construct simple timelines 4. Recognize routines and categorize time intervals 5. Distinguish between the past, present, and future 6. Demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago 7. Identify examples of change and recognize examples of cause and effect relationships 8. Analyze the causes and effects of changes in a place over time 9. Identify reasons why people choose to settle in different places (e.g., occupations, family, climate, and natural resources) 10. Identify major technological advances (e.g., farming tools, wheel, computer technology, and printing press) 11. Compare and contrast different stories or accounts about past events, people, places, or situations; identify how they contribute to our understanding of the past 12. Identify major Tennessee political leaders (e.g., Andrew Jackson, Sam Houston, James K. Polk, Sequoia, and Davy Crockett)	***H.1.*** *Recognize that change occurs over time.* 1. Recognize change in the environment (e.g., toys added or taken away; room rearranged) 2. Use a schedule to record previous and future events 3. Read and construct simple timelines 4. Recognize routines and categorize time intervals 5. Distinguish between the past, present, and future 6. Demonstrate an ability to use correct vocabulary associated with time such as past, present, future, and long ago 7. Identify examples of change and recognize examples of cause and effect relationships 8. Analyze the causes and effects of changes in a place over time 9. Identify reasons why people choose to settle in different places (e.g., occupations, family, climate, and natural resources) 10. Identify major technological advances (e.g., farming tools, wheel, computer technology, and printing press) 11. Compare and contrast different stories or accounts about past events, people, places, or situations; identify how they contribute to our understanding of the past 12. Identify major Tennessee political leaders (e.g., Andrew Jackson, Sam Houston, James K. Polk, Sequoia, and Davy Crockett)

H.2. *Describe and measure calendar time by days, weeks, months, and years.* 1. Demonstrate understanding of the concept of time (e.g., bedtime is at night, get up in the morning) 2. Demonstrate ability to follow a schedule 3. Demonstrate ability to tell time (e.g., to the minute, hour, or day) 4. Demonstrate understanding of the purpose of a calendar 5. Identify days of the week 6. Identify months of the year 7. Identify present year (e.g., 2007, 2008, etc.) 8. Demonstrate ability to use a calendar for scheduled events 9. Identify common events and routines 10. Create and interpret timelines	***H.2.*** *Describe and measure calendar time by days, weeks, months, and years***.** 1. Demonstrate understanding of the concept of time (e.g., bedtime is at night, get up in the morning) 2. Demonstrate ability to follow a schedule 3. Demonstrate ability to tell time (e.g., to the minute, hour, or day) 4. Demonstrate understanding of the purpose of a calendar 5. Identify days of the week 6. Identify months of the year 7. Identify present year (e.g., 2007, 2008, etc.) 8. Demonstrate ability to use a calendar for scheduled events 9. Identify common events and routines 10. Create and interpret timelines ***H.3.*** *Recognize that people and events influence history.* 1. Examine elements of Native American culture (e.g., shelter, food, dress) 2. Identify interactions between Native Americans and settlers 3. Recognize how the United States grew 4. Recognize that there are civil rights that are afforded to all	***H.2.*** *Describe and measure calendar time by days, weeks, months, and years.* 1. Demonstrate understanding of the concept of time (e.g., bedtime is at night, get up in the morning) 2. Demonstrate ability to follow a schedule 3. Demonstrate ability to tell time (e.g., to the minute, hour, or day) 4. Demonstrate understanding of the purpose of a calendar 5. Identify days of the week 6. Identify months of the year 7. Identify present year (e.g., 2007, 2008, etc.) 8. Demonstrate ability to use a calendar for scheduled events 9. Identify common events and routines 10. Create and interpret timelines ***H.3.*** *Recognize that people and events influence history.* 1. Examine elements of Native American culture (e.g., shelter, food, dress) 2. Identify interactions between Native Americans and settlers 3. Recognize how the United States grew 4. Recognize that there are civil rights that are afforded to all 5. Recognize Abraham Lincoln as the President during the Civil War 6. Recognize that Martin Luther King Jr. as someone who contributed to reform in TN and the US. 7. Recognize that there are various religions around the world 8. Demonstrate an understanding that early writing was in the form of pictures (hieroglyphics) 9. Match artifacts to the cultural groups with which they are associated 10. Recognize the historical impacts of the settlers/explorers in North America 11. Recognize that different cultures contributed to the development of the US.

Content Standard: INDIVIDUALS, GROUPS, and INTERACTIONS

Standard: *Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

K-2	3-5	6-8
IGI.1. *Explain the consequences of an individual's decisions and actions.* 1. Demonstrate understanding of individual responsibility 2. Demonstrate understanding of cooperation 3. Work independently and cooperatively to accomplish goals 4. Demonstrate ability to share and give opinions in a group 5. Recognize individuals have a role in each group in which they participate 6. Recognize that individuals can belong to groups but still have their own identity 7. Demonstrate understanding of consequences when rules are not followed	***IGI.1*** *Explain the consequences of an individual's decisions and actions.* 1. Demonstrate understanding of individual responsibility 2. Demonstrate understanding of cooperation 3. Work independently and cooperatively to accomplish goals 4. Demonstrate ability to share and give opinions in a group 5. Recognize individuals have a role in each group in which they participate 6. Recognize that individuals can belong to groups but still have their own identity 7. Demonstrate understanding of consequences when rules are not followed 8. Identify and describe factors that either contribute to cooperation or cause disputes within and among groups	***IGI.1.*** *Explain the consequences of an individual's decisions and actions.* 1. Demonstrate understanding of individual responsibility 2. Demonstrate understanding of cooperation 3. Work independently and cooperatively to accomplish goals 4. Demonstrate ability to share and give opinions in a group 5. Recognize individuals have a role in each group in which they participate 6. Recognize that individuals can belong to groups but still have their own identity 7. Demonstrate understanding of consequences when rules are not followed 8. Identify and describe factors that either contribute to cooperation or cause disputes within and among groups 9. Analyze a particular event to identify reasons and individual might respond to it in different ways 10. Identify the accomplishments of notables who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics

***IGI.2**. Identify purposes for having rules.* 1. Demonstrate understanding of the reason for rules 2. Design a set of rules or laws for home, classroom, or community 3. Demonstrate understanding of the necessity of establishing and enforcing the rule of law of individual responsibility 4. Demonstrate understanding of cooperation 5. Work independently and cooperatively to accomplish goals	***IGI.2**. Identify purposes for having rules.* 1. Demonstrate understanding of the reason for rules 2. Design a set of rules or laws for home, classroom, or community 3. Demonstrate understanding of the necessity of establishing and enforcing the rule of law of individual responsibility 4. Demonstrate understanding of cooperation 5. Work independently and cooperatively to accomplish goals 6. Demonstrate ability to share and give opinions in a group 7. Recognize individuals have a role in each group in which they participate	***IGI.2**. Identify purposes for having rules.* 1. Demonstrate understanding of the reason for rules 2. Design a set of rules or laws for home, classroom, or community 3. Demonstrate understanding of the necessity of establishing and enforcing the rule of law of individual responsibility 4. Demonstrate understanding of cooperation 5. Work independently and cooperatively to accomplish goals 6. Demonstrate ability to share and give opinions in a group 7. Recognize individuals have a role in each group in which they participate 8. Recognize that individuals can belong to groups but still have their own identity 9. Demonstrate understanding of consequences when rules are not followed

Content Standards
and
Alternate Performance Indicators

SCIENCE

Content Standard: LIFE SCIENCE

Standard: *The student will investigate the structure and function of plant and animal cells.*

Cell Structure and Function

K-2	3-5	6-8	9-12
LS.1A. *Recognize that living things are made up of smaller parts that contribute to the operation and well being of entire organisms* 1. Responds to living organisms (e.g., animals, plants, people) 2. Identify plants and animals 3. Indicate appropriate uses of a magnifier	***LS.1A.*** *Recognize that living things are made up of smaller parts that contribute to the operation and well being of entire organisms* 1. Responds to living organisms (i.e. animals, plants, people) 2. Identify plants and animals 3. Indicate appropriate uses of a magnifier 4. Identify animal body parts: such as legs, arms, foot, hand, head, eyes, ears, nose, mouth, and teeth 5. Identify plant parts such as i.e. roots, stem, leaf, fruit, petal 6. Identify the part that is missing from a specific plant or animal 7. Identify a single celled organism and an organism with 2 or more cells	***LS.1A.*** *Recognize that living things are made up of smaller parts that contribute to the operation and well being of entire organisms* 1. Responds to living organisms (e.g., animals, plants, people) 2. Identify plants and animals 3. Indicate appropriate uses of a magnifier 4. Identify animal body parts: such as legs, arms, foot, hand, head, eyes, ears, nose, mouth, and teeth 5. Identify plant parts such as roots, stem, leaf, fruit, petal 6. Identify the part that is missing from a specific plant or animal 7. Identify a single celled organism and an organism with 2 or more cells 8. Identify organs and their function 9. Recognize that living organisms are made up of water	***LS.1A.*** *Recognize that living things are made up of smaller parts that contribute to the operation and well being of entire organisms* 1. Responds to living organisms (e.g., animals, plants, people) 2. Identify plants and animals 3. Indicate appropriate uses of a magnifier 4. Identify animal body parts: such as legs, arms, foot, hand, head, eyes, ears, nose, mouth, and teeth 5. Identify plant parts such as i.e. roots, stem, leaf, fruit, petal 6. Identify the part that is missing from a specific plant or animal 7. Identify a single celled organism and an organism with 2 or more cells 8. Identify organs and their function 9. Recognize that living organisms are made up of water 10. Identify a frog and a butterfly's life cycles 11. Recognize that there are different biomolecules in food. (e.g., French fries-fat, candy-sugar, potatoes)

Content Standard: LIFE SCIENCE Standard: *The student will investigate how living things interact with one another and with non-living elements of their environment.* Interactions between living things and their environment			
K-2	**3-5**	**6-8**	**9-12**
All of the APIs listed below tie in with the Alternate Learning Expectations for the Alternate Standard – Interactions between living things and their environment.			
LS.2A. *Recognize the distinction between living and non-living things.* ***LS.2B.*** *Realize that organisms use their senses to interact with their environment* ***LS.2C.*** *Examine interrelationships among plants, animals, and their environment.* ***LS.2D.*** *Recognize that the environment and the organisms that live in it can be affected by pollution.* ***LS.2E.*** *Investigate how living things interact with one another and with non-living elements of their environment.* 1. Responds to sensory input 2. Attend to and interact with surroundings 3. Recognize that there are five senses 4. Demonstrate use of the senses to explore the environment 5. Demonstrate knowledge of cause and effect by expecting specific results 6. Recognize how plants and animals interact with each other in their environment 7. Identify examples of pollutants found in the environment (e.g., garbage, mold)	***LS.2A.*** *Recognize the distinction between living and non-living things.* ***LS.2B.*** *Realize that organisms use their senses to interact with their environment* ***LS.2C.*** *Examine interrelationships among plants, animals, and their environment.* ***LS.2D.*** *Recognize that the environment and the organisms that live in it can be affected by pollution.* ***LS.2E.*** *Investigate how living things interact with one another and with non-living elements of their environment.* 1. Responds to sensory input 2. Attend to and interact with surroundings 3. Recognize that there are five senses 4. Demonstrate use of the senses to explore the environment 5. Demonstrate knowledge of cause and effect by expecting specific results 6. Recognize how plants and animals interact with each other in their environment 7. Identify examples of pollutants found in the environment (e.g., garbage, mold) 8. Identify the sense used to collect	***LS.2A.*** *Recognize the distinction between living and non-living things.* ***LS.2B.*** *Realize that organisms use their senses to interact with their environment* ***LS.2C.*** *Examine interrelationships among plants, animals, and their environment.* ***LS.2D.*** *Recognize that the environment and the organisms that live in it can be affected by pollution.* ***LS.2E.*** *Investigate how living things interact with one another and with non-living elements of their environment.* 1. Responds to sensory input 2. Attend to and interact with surroundings 3. Recognize that there are five senses 4. Demonstrate use of the senses to explore the environment 5. Demonstrate knowledge of cause and effect by expecting specific results 6. Recognize how plants and animals interact with each other in their environment 7. Identify examples of pollutants found in the environment (e.g., garbage, mold) 8. Identify the sense used to collect	***LS.2A.*** *Recognize the distinction between living and non-living things.* ***LS.2B.*** *Realize that organisms use their senses to interact with their environment* ***LS.2C.*** *Examine interrelationships among plants, animals, and their environment.* ***LS.2D.*** *Recognize that the environment and the organisms that live in it can be affected by pollution.* ***LS.2E.*** *Investigate how living things interact with one another and with non-living elements of their environment.* 1. Responds to sensory input 2. Attend to and interact with surroundings 3. Recognize that there are five senses 4. Demonstrate use of the senses to explore the environment 5. Demonstrate knowledge of cause and effect by expecting specific results 6. Recognize how plants and animals interact with each other in their environment 7. Identify examples of pollutants found in the environment (e.g., garbage, mold) 8. Identify the sense used to collect

	specific information (e.g., ears-hear) 9. Categorize objects as living and nonliving 10. Select the plants and animals found in a specific environment 11. Identify ways that organisms affect their environment 12. Identify ways that human actions or natural disasters affect the environment 13. Identify what (e.g., animal, plant or climate) is commonly found in a selected biome (e.g., desert, tundra, tropical)	specific information (e.g., ears-hear) 9. Categorize objects as living and non-living 10. Select the plants and animals found in a specific environment 11. Identify ways that organisms affect their environment 12. Identify ways that human actions or natural disasters affect the environment 13. Identify what (e.g., animal, plant or climate) is commonly found in a selected biome (e.g., desert, tundra, tropical) 14. Identify a relationship where one organism is hurt and the other benefits	specific information (e.g., ears-hear) 9. Categorize objects as living and non-living 10. Select the plants and animals found in a specific environment 11. Identify ways that organisms affect their environment 12. Identify ways that human actions or natural disasters affect the environment 13. Identify what (e.g., animal, plant or climate) is commonly found in a selected biome (e.g., desert, tundra, tropical) 14. Identify a relationship where one organism is hurt and the other benefits. (e.g., ticks on dogs, mistletoe on tree) 15. Determine the effects of human activities on ecosystems. (e.g., littering)

Content Standard: LIFE SCIENCE

Standard: *The student will understand that living things have characteristics that enable them to survive in their environment.*

Diversity and Adaptation Among Living Things

K-2	3-5	6-8	9-12
LS.3A. *Recognize the differences among plants and animals of the same kind, including the features that help them to survive in different environments.* 1. Distinguish between plants and animals 2. Match an organism that belongs in a specific environment (e.g., fish – water, bird – air) 3. Identify differences of plants and animals 4. Identify similarities of plants and animals 5. Specify the features that enable a plant or animal to survive in its environment	***LS.3A.*** *Recognize the differences among plants and animals of the same kind, including the features that help them to survive in different environments.* 1. Distinguish between plants and animals 2. Match an organism that belongs in a specific environment (e.g., fish – water, bird-air) 3. Identify differences of plants and animals of the same kind 4. Identify similarities of plants and animals 5. Specify the features that enable a plant or animal to survive in its environment 6. Identify the adaptations that enhance the survival of living things in an environment. (e.g., coat in winter) 7. Recognize the environment in which an organism is typically found	***LS.3A.*** *Recognize the differences among plants and animals of the same kind, including the features that help them to survive in different environments.* 1. Distinguish between plants and animals 2. Match an organism that belongs in a specific environment (e.g., fish – water, bird – air) 3. Identify differences of plants and animals of the same kind 4. Identify similarities of plants and animals 5. Specify the features that enable a plant or animal to survive in its environment 6. Identify the adaptations that enhance the survival of living things in an environment (e.g., animal camouflage) 7. Recognize the environment in which an organism is typically found	***LS.3A.*** *Recognize the differences among plants and animals of the same kind, including the features that help them to survive in different environments.* 1. Distinguish between plants and animals 2. Match an organism that belongs in a specific environment (e.g.. fish – water, bird – air) 3. Identify differences of plants and animals of the same kind 4. Identify similarities of plants and animals 5. Specify the features that enable a plant or animal to survive in its environment 6. Identify the adaptations that enhance the survival of living things in an environment (e.g., animals shedding / fur thickening) 7. Recognize the environment in which an organism is typically found 8. Classify plants and animals according to their features

Content Standard: LIFE SCIENCE

Standard: *The student will study the basic parts of plants, investigate how plants produce food, and discover that plants and animals use food to sustain life.*

Food Production and Energy for Life

K-2	3-5	6-8	9-12
LS.4A. *Recognize the basic requirements of all living things.* 1. Express basic wants and needs 2. Recognize the basic needs of living things (e.g., food, water, air, sunlight)	***LS.4A.*** *Recognize the basic requirements of all living things.* 1. Express basic wants and needs 2. Recognize the basic needs of living things (e.g., food, water, air, sunlight) 3. Recognize that plants use sunlight, water and air to live 4. Recognize that animals obtain their food by eating plants or other animals	**LS.4A.** *Recognize the basic requirements of all living things.* ***LS.4B.*** *Recognize the basic parts of plants* 1. Express basic wants and needs 2. Recognize the basic needs of living things (e.g., food, water, air, sunlight) 3. Recognize that plants use sunlight, water, and air to live 4. Recognize that animals obtain their food by eating plants or other animals 5. Identify the functions of the basic parts of plants 6. Identify how various animals obtain and use food for energy	***LS.4A.*** *Recognize the basic requirements of all living things.* ***LS.4B.*** *Recognize the basic parts of plants* 1. Express basic wants and needs 2. Recognize the basic needs of living things (e.g., food, water, air, sunlight) 3. Recognize that plants use sunlight, water and air to live 4. Recognize that animals obtain their food by eating plants or other animals 5. Identify the functions of the basic parts of plants 6. Identify how various animals obtain and use food for energy 7. Recognize that plants make their own food (i.e., photosynthesis) 8. Recognize that plants give us oxygen 9. Recognize that plants clean the air (i.e., take in carbon dioxide) and return oxygen to the air

Content Standard: LIFE SCIENCE

Standard: *The student will understand the basic principles of inheritance.*

Heredity and Reproduction

K-2	3-5	6-8	9-12
LS.5A. *Recognize that living things reproduce.* ***LS.5B.*** *Recognize that offspring tend to resemble their parents.* 1. Respond to a familiar adult (e.g., teacher, parent, sibling) 2. Match offspring with their parents (e.g., adult dog with a puppy) 3. Recognize all living things come from other living things	***LS.5A.*** *Recognize that living things reproduce.* ***LS.5B.*** *Recognize that offspring tend to resemble their parents.* 1. Respond to a familiar adult (e.g., teacher, parent, sibling) 2. Match offspring with their parents (e.g., adult dog with a puppy) 3. Recognize all living things come from other living things 4. Distinguish between an adult and a child 5. Recognize all living things come from other living things and change as they mature 6. Two step sequence development of a specific organism (e.g., butterfly, frog, chick)	***LS.5A.*** *Recognize that living things reproduce.* ***LS.5B.*** *Recognize that offspring tend to resemble their parents.* 1. Respond to a familiar adult (e.g., teacher, parent, sibling) 2. Match offspring with their parents (e.g., adult dog with a puppy) 3. Recognize all living things come from other living things 4. Distinguish between an adult and a child 5. Recognize all living things come from other living things and change as they mature 6. Two step sequence development of a specific organism (e.g., butterfly, frog, chick) ***LS.5C.*** *Recognize that the appearance of plants and animals changes as they mature.* 1. Recognize an illustration that depicts the change that occurs as a result of complete metamorphosis (e.g., butterfly, tadpole development)	***LS.5A.*** *Recognize that living things reproduce.* ***LS.5B.*** *Recognize that offspring tend to resemble their parents.* 1. Respond to a familiar adult. (e.g., teacher, parent, sibling) 2. Match offspring with their parents (e.g., adult dog with a puppy) 3. Recognize all living things come from other living things 4. Distinguish between an adult and a child 5. Recognize all living things come from other living things and change as they mature 6. Two step sequence development of a specific organism (e.g., butterfly, frog, chick) 7. Recognize a method of pollination (e.g., bee, wind) 8. Identify the seeds of a plant within the ovary or in a piece of fruit ***LS.5C.*** *Recognize that the appearance of plants and animals changes as they mature.* 1. Recognize an illustration that depicts the change that occurs as a result of complete metamorphosis (e.g., butterfly, tadpole development)

Content Standard: LIFE SCIENCE

Standard: *The student will understand that living things have changed over time.*

Biological Change

K-2	3-5	6-8	9-12
LS.6A. *Recognize that some plants and animals that once lived are no longer found on earth.* 1. Identify animals that are extinct (e.g. dinosaurs)	***LS.6A.*** *Recognize that some plants and animals that once lived are no longer found on earth.* 1. Identify animals that are extinct (e.g. dinosaurs) 2. Identify plants and animals that are endangered	***LS.6A.*** *Recognize that some plants and animals that once lived are no longer found on earth.* 1. Identify animals that are extinct (e.g. dinosaurs) 2. Identify plants and animals that are endangered	***LS.6A.*** *Recognize that some plants and animals that once lived are no longer found on earth.* 1. Identify animals that are extinct (e.g. dinosaurs) 2. Identify plants and animals that are endangered 3. Understand how environmental change will affect living organisms

Content Standard: EARTH SCIENCE

Standard: *The student will investigate the structure of the universe.*

Earth and Its Place in the Universe

K-2	3-5	6-8	9-12
ES.1A. *Recognize that different objects appear in the day and nighttime sky.* ***ES.1B.*** *Recognize that there are predictable patterns which occur in the universe.* 1. Recognized night and day 2. Sequence daily events in relation to the student's environment (e.g., schedule) 3. Identify day and night	***ES.1A.*** *Recognize that different objects appear in the day and nighttime sky.* ***ES.1B.*** *Recognize that there are predictable patterns which occur in the universe.* 1. Recognized night and day 2. Sequence daily events in relation to the student's environment (e.g., schedule) 3. Identify day and night 4. Identify sun, moon, stars, and planets	***ES.1A.*** *Recognize that different objects appear in the day and nighttime sky.* ***ES.1B.*** *Recognize that there are predictable patterns which occur in the universe.* 1. Recognized night and day 2. Sequence daily events in relation to the student's environment (e.g., schedule) 3. Identify day and night 4. Identify sun, moon, stars, and planets 5. Identify approximate time of day from the sun's position in the sky 6. Identify tools for observing objects in the day and night time sky 7. Understand that planets revolve around the sun 8. Identify some of the planets (e.g., Earth, Mars, Saturn, Venus)	

Content Standard: EARTH SCIENCE

Standard: *The student will investigate the relationships among atmospheric conditions, weather, and climate.*

Atmospheric Cycles

K-2	3-5	6-8	9-12
***ES.2A**. Recognize daily and seasonal weather changes.* ***ES.2B.** Realize that weather is associated with temperature, precipitation, and wind conditions and can be measured using tools and instruments.* 1. Identify daily weather conditions (e.g., hot, cool, sunny, snowy, and rainy) 2. Associate clothing and activity choices with various types 3. Identify the appropriate tool for measuring temperature 4. Identify seasons	***ES.2A**. Recognize daily and seasonal weather changes.* ***ES.2B.** Realize that weather is associated with temperature, precipitation, and wind conditions and can be measured using tools and instruments.* 1. Identify daily weather conditions (e.g., hot, cool, sunny, snowy, and rainy) 2. Associate clothing and activity choices with various types 3. Identify the appropriate tool for measuring temperature 4. Identify seasons 5. Identify a seasons based on the weather conditions	***E.S2A**. Recognize daily and seasonal weather changes.* ***ES.2B.** Realize that weather is associated with temperature, precipitation, and wind conditions and can be measured using tools and instruments.* 1. Identify daily weather conditions (e.g., hot, cool, sunny, snowy, and rainy) 2. Associate clothing and activity choices with various types 3. Identify the appropriate tool for measuring temperature 4. Identify seasons 5. Identify a seasons based on the weather conditions 6. Identify evaporation, precipitation and runoff as parts of a water cycle in a diagram 7. Recognize that temperature affects evaporation	

Content Standard: EARTH SCIENCE

Standard: *The student will understand that the earth has many geological features that are constantly changing.*

Earth Features

K-2	3-5	6-8	9-12
ES.3A. *Identify the earth's major geological features* 1. Distinguish between land and water 2. Identify the earth's major geological features (e.g., land masses, mountains, oceans, lakes, and rivers)	***ES.3A.*** *Identify the earth's major geological features* 1. Distinguish between land and water 2. Identify the earth's major geological features (e.g., land masses, mountains, oceans, lakes, and rivers) 3. Identify certain forces cause changes in the environment. (e.g., wind, water)	***ES.3A.*** *Identify the earth's major geological features* 1. Distinguish between land and water 2. Identify the earth's major geological features (e.g., land masses, mountains, oceans, lakes, and rivers) 3. Identify certain forces cause changes in the environment. (e.g, wind, water) 4. Identify the crust and mantle of the earth	

Content Standard: EARTH SCIENCE

Standard: *The student will investigate the properties, uses, and conservation of earth's resources.*

Earth Resources

K-2	3-5	6-8	9-12
ES.4A. *Recognize that there are a variety of earth materials which have basic observable and measurable properties.* 1. Recognize that there are a variety of earth materials (e.g., rocks, soil, pebbles, and sand) 2. Identify an object as natural or man-made ***ES.4B.*** *Demonstrate understanding that earth materials can be recycled or conserved.* 1. Identify ways that earth's resources benefit man	***ES.4A.*** *Recognize that there are a variety of earth materials which have basic observable and measurable properties.* 1. Recognize that there are a variety of earth materials (e.g., rocks, soil, pebbles, and sand) 2. Identify an object as natural or man-made ***ES.4B.*** *Demonstrate understanding that earth materials can be recycled or conserved.* 1. Identify ways that earth's resources benefit man 2. Identify materials that can be recycled or reused (e.g., water, bottles, cans, paper) 3. Identify methods for conserving resources (e.g., replanting trees, conserving water or electricity)	***ES.4A.*** *Recognize that there are a variety of earth materials which have basic observable and measurable properties.* 1. Recognize that there are a variety of earth materials (e.g., rocks, soil, pebbles, and sand) 2. Identify an object as natural or man-made ***ES.4B.*** *Demonstrate understanding that earth materials can be recycled or conserved.* 1. Identify ways that earth's resources benefit man 2. Identify materials that can be recycled or reused (e.g., water, bottles, cans, paper) 3. Identify methods for conserving resources (e.g., replanting trees, conserving water or electricity) 4. Distinguish between different kinds of rocks (e.g., weight, texture and color)	

Content Standard: PHYSICAL SCIENCE

Standard: *The student will investigate the effects of force on the movement of objects.*

Forces and Motion

K-2	3-5	6-8	9-12
PS.1A. *Understand the basic concept that forces can move objects (push/pull).* ***PS.1B.*** *Observe and predict how the weight of an object and its position affect balance.* 1. Recognize that a push or a pull can move objects 2. Recognize that objects can move in different directions and at different speeds on different surfaces	***PS.1A.*** *Understand the basic concept that forces can move objects (push/pull).* ***PS.1B.*** *Observe and predict how the weight of an object and its position affect balance.* 1. Recognize that a push or pull can move objects 2. Recognize that objects can move in different directions and at different speeds on different surfaces 3. Recognize objects that are balanced or unbalanced 4. Recognize that objects fall unless supported (e.g., gravity) 5. Identify materials that are attracted to magnets 6. Identify a simple machine (e.g., ramp, screw driver, broom, bicycle) 7. Identify a simple machine as an appropriate mechanism to move a heavy object 8. Solve a simple problem involving distance (e.g., longest or shortest), time (longest or shortest), and speed (e.g., fast or slow)	***PS.1A.*** *Understand the basic concept that forces can move objects (push/pull).* ***PS.1B.*** *Observe and predict how the weight of an object and its position affect balance.* 1. Recognize that a push or a pull can move objects 2. Recognize that objects can move in different directions and at different speeds on different surfaces 3. Recognize objects that are balanced or unbalanced 4. Recognize that objects fall unless supported (e.g., gravity) 5. Identify materials that are attracted to magnets 6. Identify a simple machine. (e.g., ramp, screw driver, broom, bicycle) 7. Identify a simple machine as an appropriate mechanism to move a heavy object 8. Solve a simple problem involving distance (e.g., longest or shortest), time (e.g., longest or shortest), and speed (e.g., fast or slow) 9. Recognize that magnets can be used to move objects	

Content Standard: PHYSICAL SCIENCE

Standard: *The student will investigate the characteristic properties of matter.*

Structure and Properties of Matter

K-2	3-5	6-8	9-12
PS.2A. *Recognize that objects have observable properties that can change over time and under different conditions.* 1. Describe objects according to simple properties (e.g., shape, size, color, weight, texture, floating, sinking, flexibility) 2. Sort objects according to weight, length, and size 3. Distinguish between solids, and liquids	***PS.2A.*** *Recognize that objects have observable properties that can change over time and under different conditions.* 1. Describe objects according to simple properties (e.g., shape, size, color, weight, texture, floating, sinking, flexibility) 2. Sort objects according to weight, length, and size 3. Distinguish between solids, and liquids 4. Distinguish between solids, liquids and gas 5. Demonstrate that properties can change by mixing, cooling, or heating	***PS.2A.*** *Recognize that objects have observable properties that can change over time and under different conditions.* 1. Describe objects according to simple properties (e.g., shape, size, color, weight, texture, floating, sinking, flexibility) 2. Sort objects according to weight, length, and size 3. Distinguish between solids, and liquids 4. Distinguish between solids, liquids and gas 5. Demonstrate that properties can change by mixing, cooling, or heating 6. Recognize that adding heat is associated with melting and subtracting heat or a drop in temperature is associated with freezing or formation of a solid 7. Select the appropriate instrument to measure weight, mass, length, width, height, or temperature	

Content Standard: PHYSICAL SCIENCE

Standard: *The student will investigate energy and its uses.*

Energy

K-2	3-5	6-8	9-12
PS.3A. *Identify the sun as the main source of earth's heat and light energy.* 1. Responds to light 2. Responds to sound 3. Identify the sun as the source of the earth's heat and light energy	***PS.3A.*** *Identify the sun as the main source of earth's heat and light energy.* 1. Responds to light 2. Responds to sound 3. Identify the sun as the source of the earth's heat and light energy 4. Identify the effects of the sun on various materials 5. Recognize that a lens changes light rays (e.g., glasses, magnifiers, camera)	***PS.3A.*** *Identify the sun as the main source of earth's heat and light energy.* 1. Responds to light 2. Responds to sound 3. Identify the sun as the source of the earth's heat and light energy 4. Identify the effects of the sun on various materials 5. Recognize that a lens changes light rays (e.g., glasses, magnifiers, camera) 6. Recognize that energy causes changes	
PS.3B. *Recognize that sound is produced when objects vibrate.* 1. Identify sounds 2. Distinguish different sounds and their sources 3. Classify sounds according to their basic characteristics (e.g., loud and soft, natural or man made)	***PS.3B.*** *Recognize that sound is produced when objects vibrate.* 1. Identify sounds 2. Distinguish different sounds and their sources 3. Classify sounds according to their basic characteristics (e.g., loud and soft, natural or man made)	***PS.3B.*** *Recognize that sound is produced when objects vibrate.* 1. Identify sounds 2. Distinguish different sounds and their sources 3. Classify sounds according to their basic characteristics (e.g., loud and soft, natural or man made)	

Content Standard: PYHSICAL SCIENCE

Standard: *The student will investigate the interactions of matter.*

Interactions of Matter

K-2	3-5	6-8	9-12
	PS.4A. *Investigate the kinds of changes that occur when different types of matter interact.* 1. Indicate the changes that occur when two materials interact (e.g., sugar/milk, salt/pepper) 2. Describe a physical change given an example 3. Describe a chemical change given an example	***PS.4A.*** *Investigate the kinds of changes that occur when different types of matter interact.* 1. Indicate the changes that occur when two materials interact (e.g., sugar/milk, salt/pepper) 2. Describe a physical change given an example 3. Describe a chemical change given an example 4. Understand the basic characteristics of an acid or a base (e.g. battery, cleaning solutions, food productions)	